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ABSTRACT

This document provides Arizona teachers of elementary school students (kindergarten through grade six) with selected sample lessons which combine learnings for both substance abuse prevention and visual art. The sample lessons are structured to promote decision-making skills and are designed to allow for a variety of student responses leading to a greater appreciation of individual differences. Within each lesson, there is a reference to the corresponding essential skills. Included are three lessons for each grade from kindergarten through grade six. For each lesson, activities are described and, for some lessons, variations and follow-up activities are suggested. The document concludes with glossaries of terms for visual arts and for substance abuse prevention. (NB)

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Substance Abuse Prevention
Visual Arts
Working Together

Sample Lessons : K - 6

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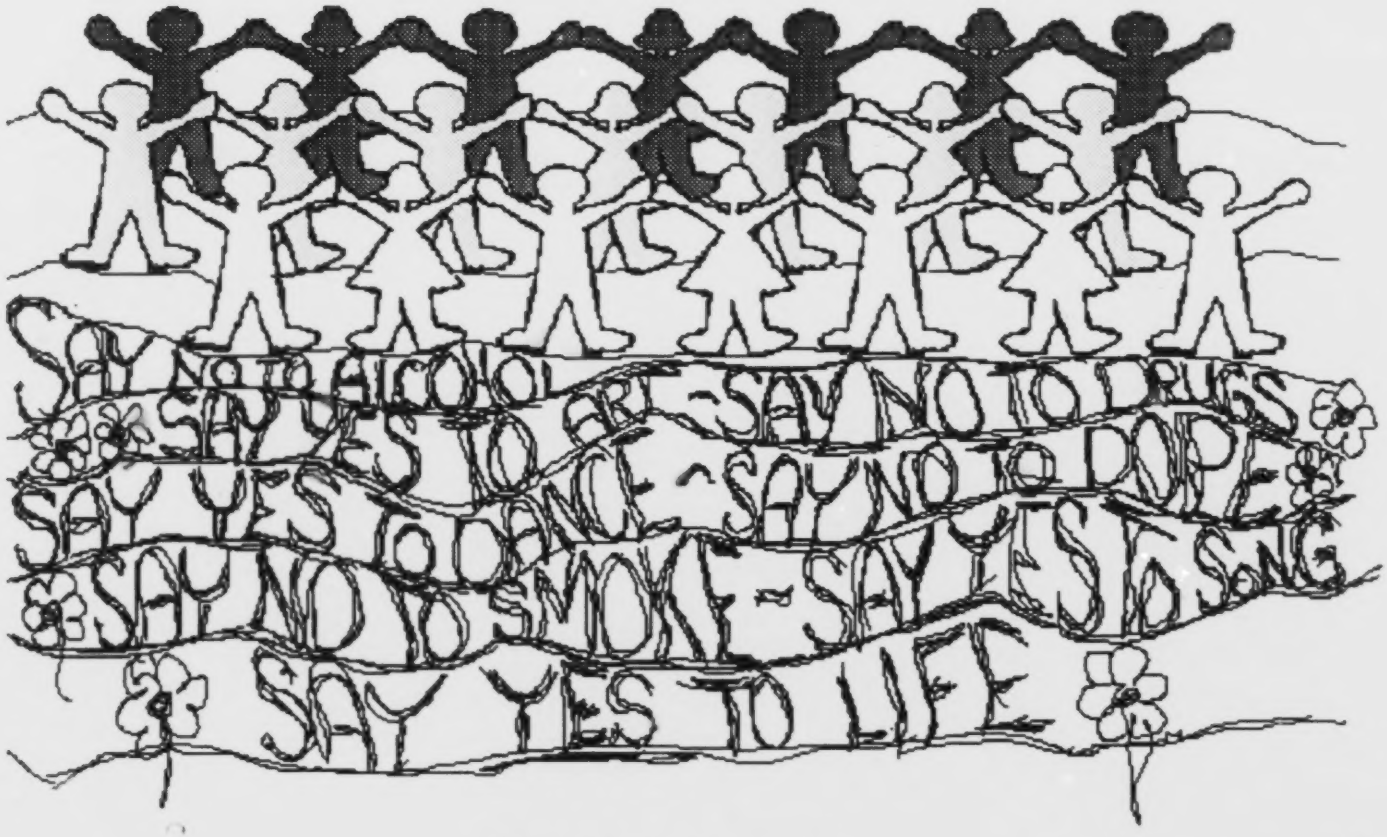

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ARIZONA DEPARTMENT OF EDUCATION

C. Diane Bishop, Superintendent

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Today's education system must provide our young people with the skills necessary to make choices and selections for a healthy and productive life. We need to teach creative problem solving, refusal skills and decision making if our children are to be successful. The partnership between the visual arts and substance abuse prevention provides a vehicle to teach these skills in a positive environment conducive to learning. The commonalities between the content area skills make integration a logical direction.

The Department of Education believes that this document provides local school districts with another option for meeting some of the essential skills in both comprehensive health and the visual arts. Both areas are important in developing the total child.

C. Diane Bishop

C. Diane Bishop
State Superintendent of Public Instruction

The Arizona Department of Education, Comprehensive Health Unit and the School Support Unit have jointly cooperated to provide you with Working Together : Substance Abuse Prevention * Visual Art, a collection of sample lessons K - 6. Partnerships between disciplines are particularly effective in addressing this important and sensitive issue. This document will begin to illustrate a thematic approach that will integrate some of the essential skills in both health and visual arts. The lessons selected utilize a range of activities, instructional strategies and methodologies.

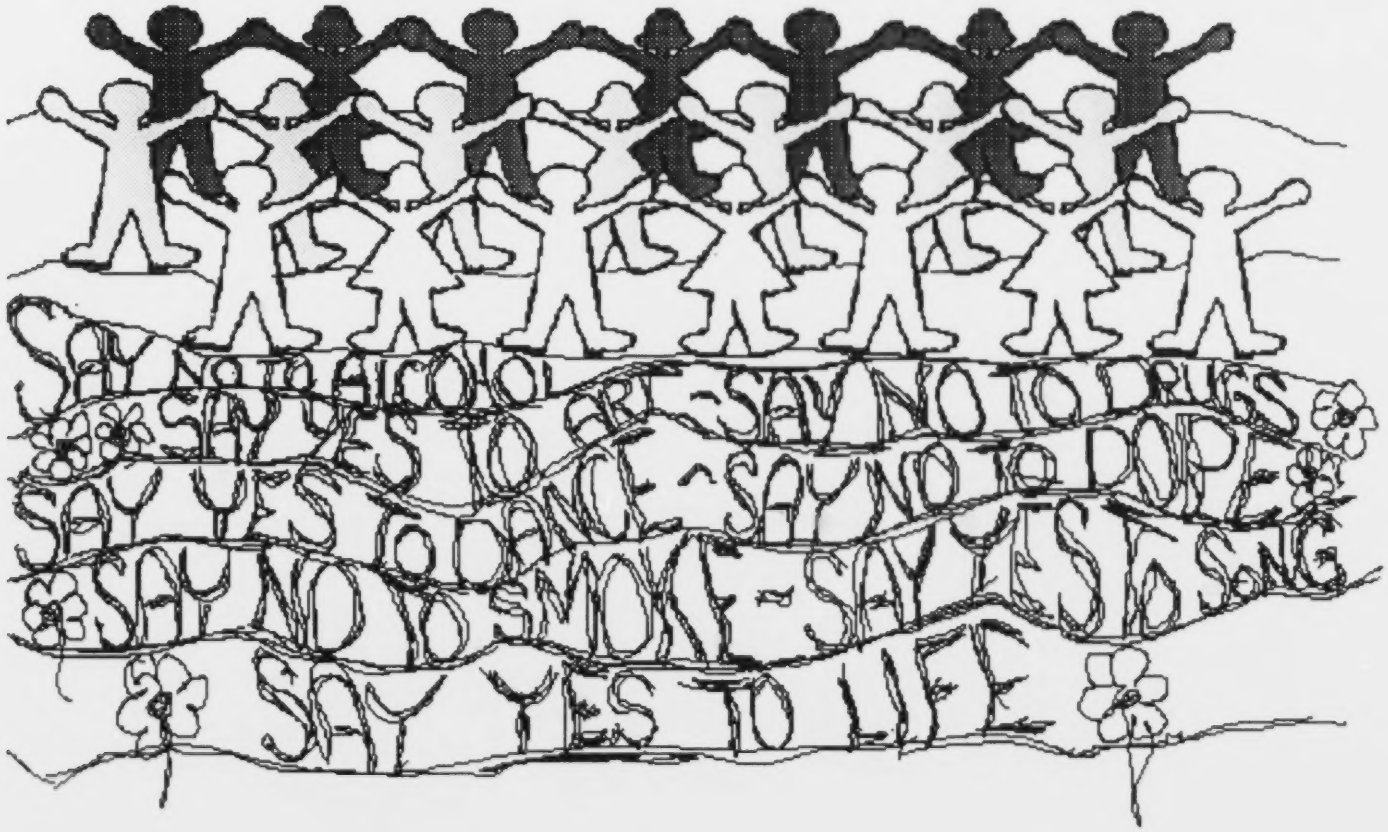
Special thanks to Dr. Judy Kula and her Palo Verde Research Associates for the development, editing, structural format, layout and design of the exciting lessons. Special thanks also to Mark LaScola, formerly a Prevention Specialist with the department, and Gretchen Boyer, Fine Arts Specialist, for working together to make this document a reality.

Brenda Henderson

Brenda Henderson, Director
Comprehensive Health Unit
Special Programs Division

Substance Abuse Prevention
Visual Arts
Working Together

Sample Lessons : K - 6



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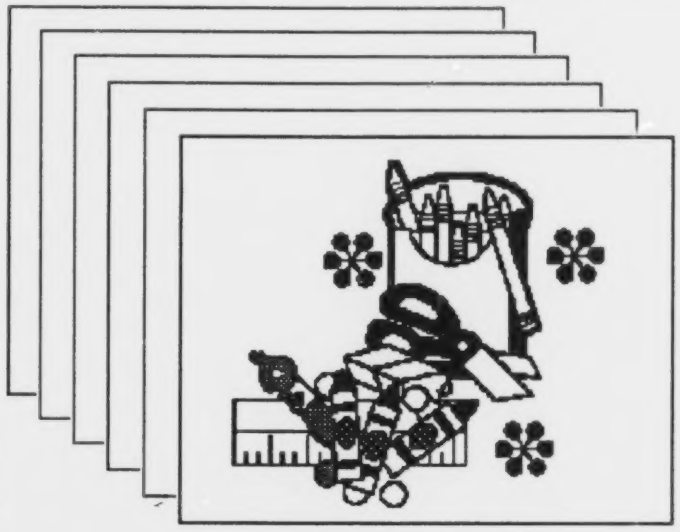
The Art Materials Center

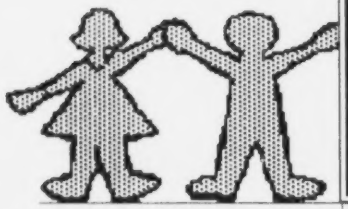


An art materials center should be an important area of every classroom. Listed below are some basic materials for classroom art instruction.

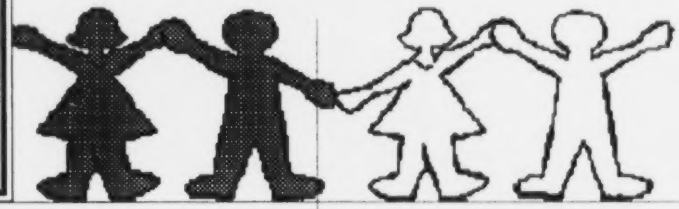
For the lessons in this book, it is assumed that all of these materials will be available for student selection for every lesson.

These standard materials should be available at all times in the art learning center:

old magazines	crayons	chalks/pastels	paint : tempera and watercolor
cardboard	color markers	water jars	sponges : cleaning and painting
newsprint	mural paper	glue / paste	scissors
12" x 18" white drawing paper		various colors / textures of papers	



INTRODUCTION



The intent of this publication is to provide teachers with selected sample lessons which combine learnings for both substance abuse prevention and visual art.

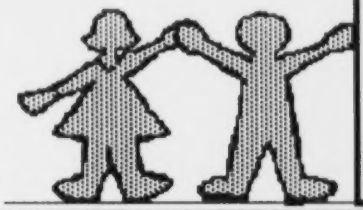
Teachers are encouraged to try many of the possible variations both within and beyond these ideas. These sample lessons are structured to promote decision-making skills. Furthermore, the lessons are designed to allow for a variety of student responses leading to a greater appreciation of individual differences.

These lessons do not cover all of the essential skills necessary for learning either visual art or comprehensive health and have been provided only as a starting point from which to continue what should be an excellent partnership. **Within each lesson, there is a reference to the corresponding essential skills.**

Please refer to the Comprehensive Health Essential Skills guide and the Visual Arts Essential Skills guide for a complete listing of skills in each discipline.

Kindergarten Lesson:

1



Feelings on Faces

Activity

Pair children so that each child faces another (optional to use a mirror with each child). Ask them to try to make faces in response to the words you or another child will call out, e.g., happy, sad, angry, stinky, silly, surprised, sneezy, delicious, yucky, scared, calm, bored, etc.

Encourage children to describe what happens to their mouths, eyes, noses, cheeks, when they make different faces. Reinforce the change in shape, direction and size.

Image created in the style of Jawlensky

Provide examples of 2 or 3 artists' pictures of faces showing different expressions. Ask children to describe expressions and compare and contrast them. What moods or feelings are conveyed?

Using a large roll of paper and crayons, place paper on the floor along a wall or hang it child height. Encourage children to each draw a face emphasizing an expression of their choice. It could be a self portrait or portrait of someone else.

Ask: What type of expression can you show? What mood or feelings does the face convey?

When they are finished, ask the children to share the drawings and talk about the facial expressions. Encourage children to identify expressions that communicate well-being. Compare and contrast this informa-

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Life Management - 2

Visual Art
Creative Art Expression - F
Aesthetic Assessment - C-4

Image created in the style of Pablo Picasso

tion with what it feels like to not be well. What tells us something about people by looking at them? Shape, direction and size of features? How do we react to the faces? How do they make us feel?

Encourage verbal interaction about contributions to well-being. Happy, not hungry, healthy, etc.

Variation:

Pair children as before. This time ask one child to make a face . . . the other will mirror the expression. After 4 or 5, they should trade positions with the "mirror" now being done by the first child and the other originating the expressions.

Image created in the style of Norman Rockwell

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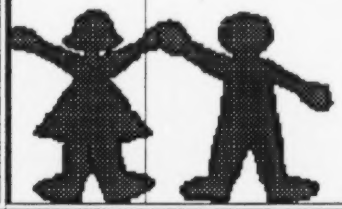
Kindergarten Lesson:

2

Expedition: Good Things and Bad Things



Activity

Take children on an outdoor walk around the school.

Play "hunt for dangerous things". Encourage identification of standing water, thorny plants, broken glass, discarded food, needles or syringes, "don't touch items", smells like car exhaust, sounds like loud noises. Should these dangerous things be touched? Can a dangerous thing also be a living thing? Small groups can talk about what they have seen and heard and smelled.

Provide children with paper and crayons and have them draw pictures of dangerous things. Ask: What were these dangerous things doing? How big were they and what did they look like?

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 1b

Visual Art
Creative Art Expression - F2

Take the same walk.

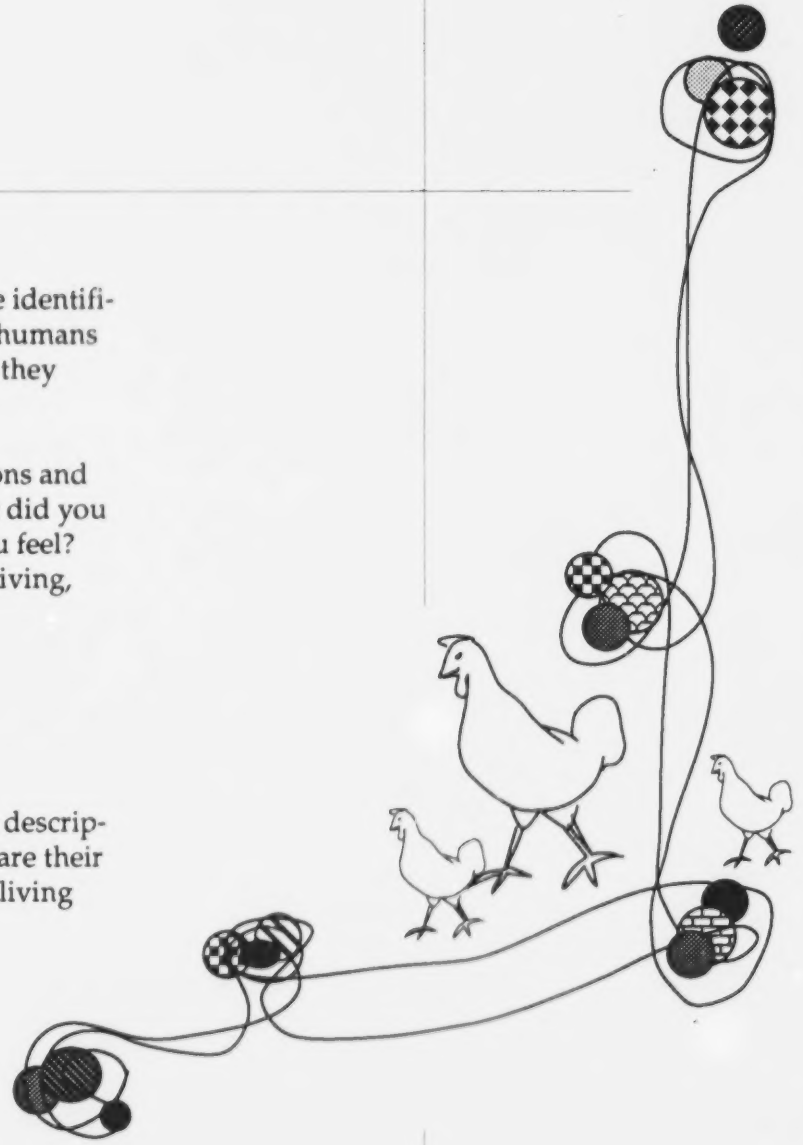
Play "hunt for living things". Encourage identification of insects, birds, plants, animals, humans they see . . . sounds they hear . . . smells they smell.

Again encourage small group descriptions and reactions to the experience. Ask: What did you see? smell? hear? How did it make you feel? What do you want to do when you see living, healthy things?

Draw pictures of the living things.

Display the pictures.

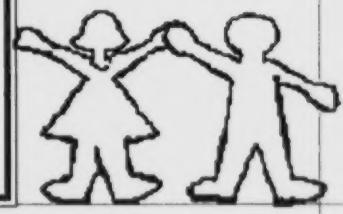
Compare the two pictures, encouraging descriptions of the pictures. Ask children to share their experiences and feelings with regard to living things and dangerous things.



Kindergarten Lesson:

3

Indoor Detectives



Activity

Use magazine and/or newspaper ads. Have children select and cut out the shapes of containers or illustrations of various indoor, poisonous substances (glues, cleansers, medications, alcohol, tobacco) OR generally "non-harmful" substances (apples, kittens, etc).

Encourage children to cut the pictures of harmful OR non-harmful substances into different sizes and shapes and to arrange the cutouts on paper using repetition and overlapping. Ask: What happens if we put small shapes in front of big shapes? Big in front of small? Put them in a row? All over?

When paste is dry, scissors can be used to cut out the pictures. (That is, remove excess background).

Small group. Either peer mentors or the teacher will hide all of the pictures.

Children, divided into small groups and assigned to different sections of the room, will find and bring to a central area, pictures of poisonous substances or anything that could make them sick if touched, tasted or smelled.

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse Prevention - 1b

Visual Art
Creative Art Expression - D6 and E1

Large group. Allow each small group to present findings and encourage discussion of each item : How can we identify poisonous substances (shape, size, symbols)? What happens if touched, smelled or tasted (burning, aching, vomitting)? Encourage discussion of what we can do to keep other children (and selves) away from such poisonous substances. How can poisonous substances be safely stored at home? Have children return non-harmful pictures to hiding places.

Display and talk about the "found", completed pictures of poisonous/harmful substances. What types of containers are there? What is inside them? What do we need to know about them? How are they organized on the paper? Are the shapes and sizes all the same? Different?

Suggested Follow-up Activity

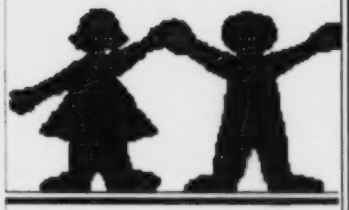
Have children find the non-poisonous/non-harmful pictures. Ask : When can something good . . . like a kitten . . . be harmful? Allergies, scratching, biting . . . to some but not all people? When can apples or other foods be spoiled, etc.? When are they very good for us?

Variation:

This lesson may be delivered by the teacher or upper grade students (peer mentoring). Upper grade students may even prepare the pictures to be hidden as part of their art and health lessons.

Grade 1
Lesson:

1



Warning Labels and Traffic Signs

Activity

WARNING: ASPIRIN SENSITIVE PATIENTS. Do not take this product if you have had a severe allergic reaction to aspirin, eg.-- asthma, swelling, shock or hives, because even though this product contains no aspirin or salicylates, cross-reactions may occur in patients allergic to aspirin.

Prepare an activity box or table with photo examples of medications and household substances. Be sure to include examples of warning labels.

At another activity section of the room prepare photo examples of traffic signs.

Take time to introduce both areas of the room and to discuss the similarities of labels and signs. Define terms as best possible for this level. Encourage the children to help with the definitions.

Encourage small groups of children (2-4) to select 2 or 3 items from one or the other of the selections of visuals and then meet with another group to share their different choices. Encourage discussion of how images from one table might relate to the other through comparisons of warning labels and traffic signs, especially purpose, shape, size, color . . . whatever information has been included.

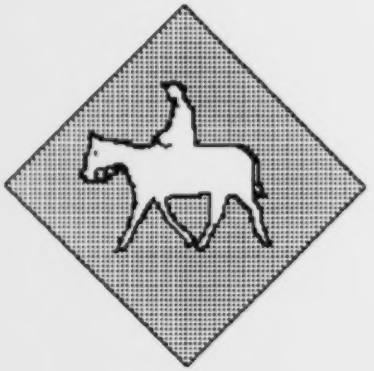
Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 1a

Visual Art
Creative Art Expression - F6

Special supplies needed for this lesson : Popsicle sticks.

Have colored construction paper, scissors and crayons available at a third activity area. Encourage children to design a warning label for a medication, tobacco product, alcohol, poisonous substance or to design a traffic sign, especially for children. Review colors and shapes of warning labels and traffic signs. Cut out labels and signs and glue to popsicle sticks to serve as a simple way to review and evaluate learnings. Play game of raising label or signs to identify stop, caution, medicine, etc. Do same to identify shapes and colors.



Variation (Peer Mentoring)

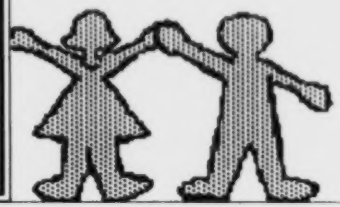
In cooperation with the 5th grade teacher and students (peer mentors), have the 5th graders make the traffic signs and/or photo examples of medicines, etc., to be used for this lesson. Have them come in to share, then work with first graders to help them create the traffic shapes, colors, etc.

WARNING: Not for frequent or prolonged use. If symptoms persist or are unusually severe, see a physician. Avoid alcoholic beverages. Large doses can cause serious liver damage. This preparation may cause drowsiness. Do not give to children under the age of six.

Grade 1
Lesson:

2

Good For You
Bad For You



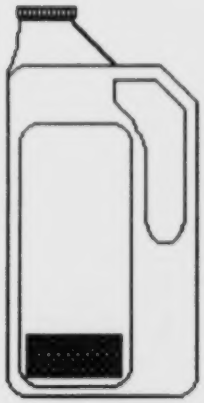
Activity

Prepare an activity table with pictures of substances that could be poisonous. Include examples of alcohol, medications, cleaning fluids, insect sprays, anti-freeze, fertilizers, etc.

Also include pictures of healthy foods and drinks.

Encourage children to describe what they see in the pictures and to talk freely about their reactions to the healthy and poisonous substances.

Suggest sorting pictures into the two groups : safe and unsafe.



Ask questions about the similarities and differences in the after effects of handling, eating, smelling. Attend to the shapes, sizes, colors and textures of what is seen by asking questions or through motivation of visual searches for each art element.

While images and discussion are still fresh in the minds of the students, encourage them to make a picture. Suggest that they make cartoon characters of some of the healthy substances reviewed and discussed in the lesson: i.e., "What type of character would a carton of milk be? " or: a banana or a bottle of cough syrup? What color,

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 1b

Visual Art
Creative Art Expression - F2

size, texture? Talk about drawings. Encourage descriptions of visual characteristics as well as healthy / unhealthy characteristics.

Variations

Could make game cards out of pictures and challenge each other with a wheel of fortune or other identification process.

(Peer Mentoring)

Could have 6th graders prepare the pictures and lead small group discussions.

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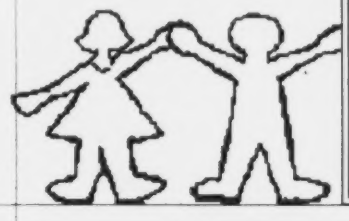
Grade 1
Lesson:

3



Express Yourself

Activity

Present a show and tell on two or three examples of abstract expressionism (Jackson Pollack, Kandinsky). The presentation can be by a guest "art person", child or parent, or another teacher.

First ask children how the paintings make them feel. Encourage discussion of color, shapes, lines, movement, what the artist did to make them feel that way.

Print the words "abstract expressionism" on the board. Ask if anyone knows what either word means. Describe the style of art as the artist's way of expressing a feeling. Encourage discussion of artist's intent and viewers reaction. Sometimes same. . . sometimes different. Always OK.

Ask children if they could come up with a list of feelings they could paint. Print the list on the board.

Provide large sheets of paper, paints and brushes. Encourage visual expressions of feelings. "I am an abstract expressionist painter."

Display dried paintings in the room. Review the concept of reacting to what we feel or what we see. Ask children who want to share their paintings to tell about their "artistic intent". Have students react to all paintings. Encourage viewer reaction with description

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 2b

Visual Art
Creative Art Expression - F5
Aesthetic Assessment - C-4

of what art element causes the reaction. Reinforce the concept that we all see and react differently and it is OK.

Make a list of good / bad feelings expressed by the children. Consider making a list or a feeling continuum that can be hung up in the room and added to throughout the year.

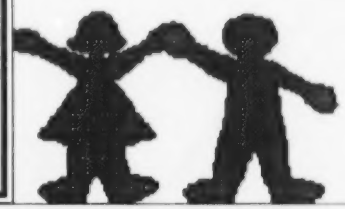
Ask about things we can do to feel better if we are not feeling good. Better diet. More sleep and/or exercise. If we are sick, should we use medicines? Ask for verbal response to what medicine is. Listen carefully to all responses. Clarify any misinterpretations.

(Medicine can alter a feeling. When taken under supervision, it can make us feel better. Sometimes it can make us feel worse. Why? When?)

Grade 2
Lesson:

1

To Be A Pill Or Not To Be



Activity

This can be done by a large or small group directed by an adult or older child paticipating with the children.

Role play the life of a pill. Pretend you are a pill and you have just been swallowed. Where are you? What do you see? Where are you going? What are you going to do? Are you a "good" pill or a "bad" pill? What is the difference? Do you fight the enemy or the good guys in the body? Do you have arms and legs to fight with? Do you break into small parts? Use your whole body or just a part of the body? Do you move slowly or quickly? Is it time for another pill to come help you? Is your pill life over? Have you dissolved?

Encourage discussion of good / bad pills. When is it OK to take a pill? When can a good pill become bad? What is a bad pill?

If you were a pill what would you look like? Encourage descriptions. What shape are you? Size? Color? Texture? Are you a good pill or a bad pill?

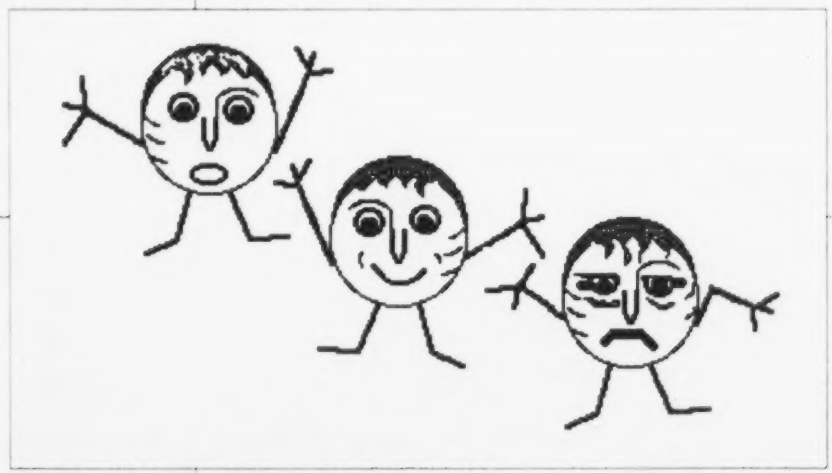
Create a picture of a pill doing something in the body.

After completion of pictures, place the good pill pictures on one side and the bad pill pictures on another. Ask children to describe the adventures of their pills. Can a good pill look like a bad pill? How do we know the difference? What shapes, sizes, colors and textures have been used to create the pills?

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 2d

Visual Art
Creative Art Expression - F3



Variations

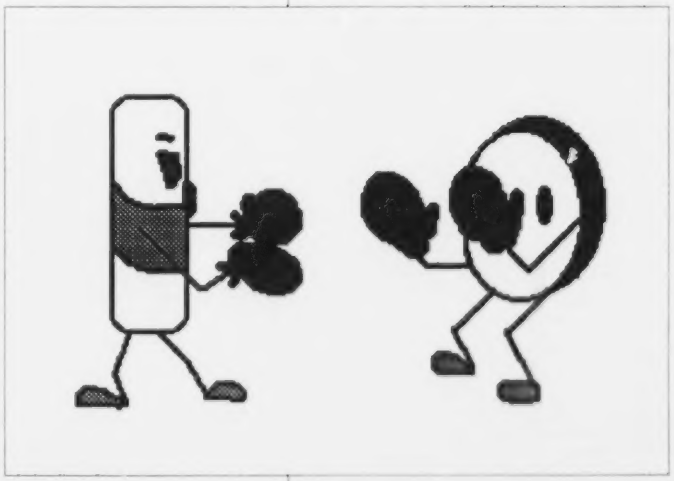
Do a mural tracing of the children (or several). Fill some in with what children think are healthy colors. Fill others in with what they consider to be unhealthy colors, etc. Discuss why they selected the colors they did.

Discuss other forms of medication: cough syrup, shots, chicken soup.

Teacher Hints

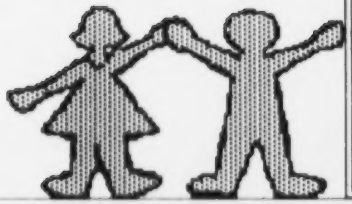
This activity could lead to children talking about the use of family members or mimicking the drug dealers. That's OK as long as the teacher is aware and can address the issues.

Whenever role-playing is used, remind the children to "unzip" the pretend characters and come back to themselves.



Grade 2
Lesson:

2



Red Rover, Red Rover!

Activity

Take children outdoors to play red rover. Divide the class into two teams. Ask each team to select a leader. Flip a coin. The leader who wins the toss gets to decide which team will be the happy / healthy /germ-free team and which will be the unhappy / unhealthy germ team. Discuss how germs are transmitted through air, through blood to blood, etc. The germ team gets to "invade" first.

Encourage children to role play as they try to invade the other side and gain players for their side. Encourage discussion of strength, determination, good health and team work during and after the game.

Change purpose of each side. Germ players become the healthy team. Other side becomes something else that can invade and be dangerous to the body. What else can there be? Encourage responses to include nicotene, caffeine and alcohol. What do the substances do when they invade the body? What do the healthy bodies try to do? Reinforce roles of being healthy, physical strength, inner strength, making good decisions and team work.

After the game is over, be sure to have the germ children become healthy before going inside.

Provide mural paper and oil pastels as well as the regular brushes and paints. Encourage groups of 3-5 to work together on a mural illustrating the concepts of resisting substances that

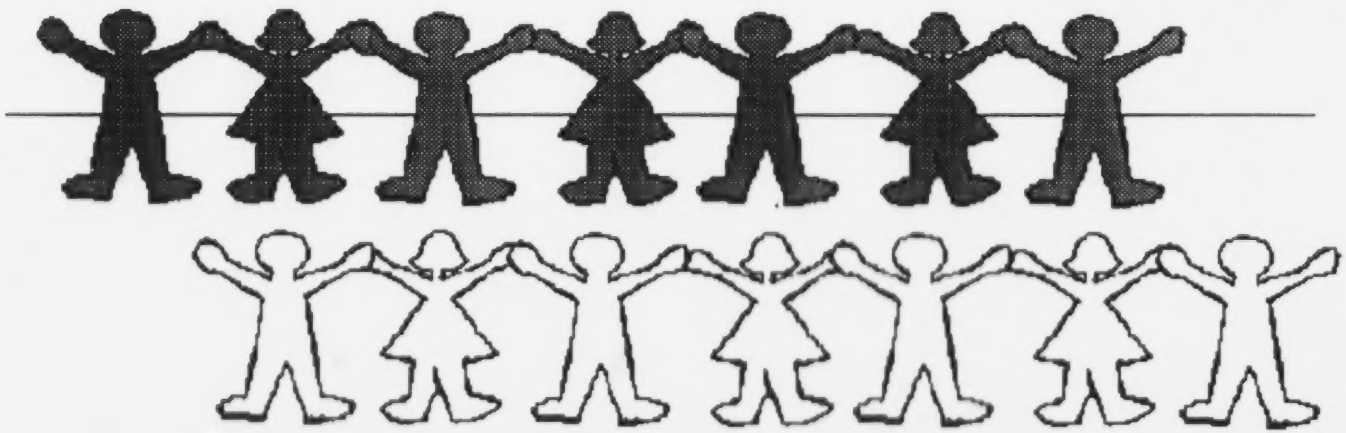
Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 2e

Visual Art
Creative Art Expression - F4

can hurt them. Brainstorming the direction and arriving at a plan are encouraged as part of each group's activity. What do we want to include? How big? How small? What shape? What colors? Which textures? What does each person do? Are the substances all the same size? What do they look like? What color? Are they smooth? Fuzzy?

Ask teams or groups to present their completed mural to the whole class or to a younger class in the school. Encourage them to critique their own work. Did they do what they said they would do? What was done? What art elements did they use? What are they saying about certain substances?



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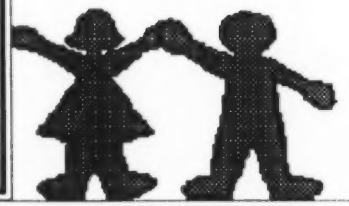
Grade 2
Lesson:

3

Sales and Symbols



Activity

Prepare an activity area with many pictures of cigarettes, coffee, tea and alcoholic beverages. Find as many examples as possible from advertisements in newspapers and magazines.

Encourage children to describe what they see and what they think the advertiser's intent is. These products are examples of drugs. Ask: Are these products good for us? Do you know what a drug is? Can we say no to something that looks good and looks as though it would make us feel good? How do we do that?

What is the artist's way to say no? Include some examples of the international symbol. Why would the artist use a symbol instead of words? Can we read a symbol? If we were the advertising artists and wanted to say NO to these products what changes would we make to the ads?

Encourage active participation with the responses.

Provide construction paper of a variety of colors and sizes, scissors, glue and crayons. Encourage children to create their own examples for saying no to drugs.

Surgeon General Warning
Smoking causes lung cancer, heart disease, emphysema and may complicate pregnancy.

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 2e

Visual Art
Creative Art Expression - F6

Display examples. Ask children to "read" the artworks. What symbols did the artists use? What messages did the artists communicate? How do you feel when you see these messages? Ask them: How do you feel about the pictures looked at earlier?

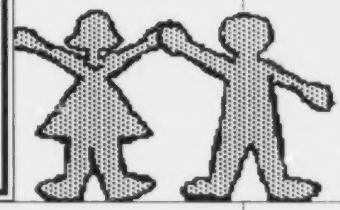
Discuss the power of photography as an art form for selling. Ask: "What does it look like the advertisers are selling?" Show or have children select examples of beautiful pictures that might cause people to think substances are good. Ask them how they might change the art and the slogan to fit what is really trying to be sold.

53

Grade 3
Lesson:

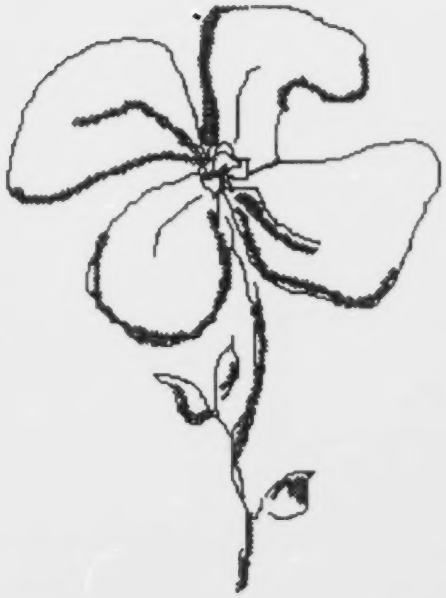
1

Environments to Live By



Activity

Divide class into two groups. Ask one group to brainstorm a list describing an "ideal" environment. What makes an environment ideal? Can there be more than one "ideal?" How can we create such an environment? What can we do?



Ask the other group to brainstorm a list describing an environment that could make people sick by touching, smelling and /or tasting substances found there. What makes an environment dangerous for humans? Can there be more than one of these environments? How do we create these environments? What things cause the problems? What do people do to make the environment dangerous?

Ask each group to create a mural about a future environment. One to create the "ideal" and one the most dangerous for humans. Encourage the children in each group to plan together. Remind them about foreground, middle and background. How do we make things appear to be up close? Far away? How can we show a group of things? What colors appear closer to us? Sizes? What colors are pretty, not pretty?

Objectives/Essential Skills satisfied by this lesson:

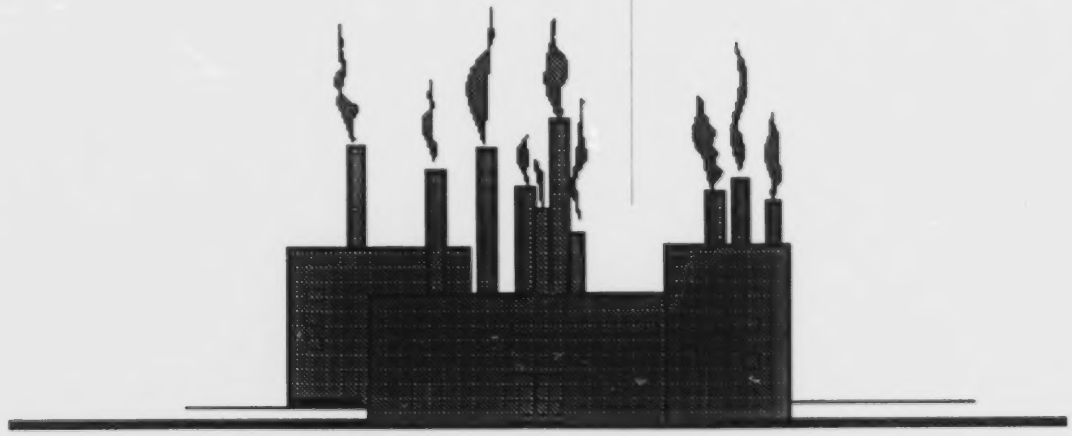
Comprehensive Health
Substance Abuse Prevention - 1b

Visual Art
Creative Art Expression - F11, F12

Encourage children to select their own tools from the art center.

Display completed murals. Encourage children to describe what they see. What did each group communicate? What does it feel like to see an "ideal" environment? What did it feel like to create one?

Repeat with dangerous environment. Compare and contrast comments. If we are looking at the murals just as art work, what can we say about the pieces? If we understand a message by looking at the mural, what else can we say about it?



Grade 3
Lesson:

2

International Symbols

Activity

Invite sixth graders (peer mentors) to come to class to explain the International symbols of "do's" and "don'ts" they have made (Grade 6, Activity 1). (This might be more easily managed with small groups or have sixth graders give general presentation of symbols and then break into smaller groups).

Encourage sixth graders to lead discussion by asking questions and permitting all levels of responses. Questions could include: Can you identify each of these symbols? Why are they called "international" symbols? What is the importance of the pictures? Are some of them easier to recognize than others? Are any new? How do we know which are "do's" and which are "don'ts"? Can you describe the line crossing through the symbols? Does this line have a name? What do you think would happen if the lines were very thick or very thin? Can you describe any examples of color telling us something?

Which of these symbols relate to the law? Can you tell us what a law is? Why do we have laws? Do any of the symbols relate to drug use? What is a drug? Are all drugs illegal? When is drug use illegal? Why? How can alcohol and other drugs cause problems for the user and for others?

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse Prevention - 3b, 3c, 3d

Visual Art
Creative Art Expression - D5, and D7

Can you create an international symbol of your own? What are some ideas that we haven't already talked about?

Sixth graders can help distribute materials from the learning center or small groups can take turns coming to the center for supplies. Before leaving, the sixth graders could invite third graders to come to the sixth grade to show them their symbols and explain what they learned from them and what changes and/or additions they made.

Grade 3
Lesson:

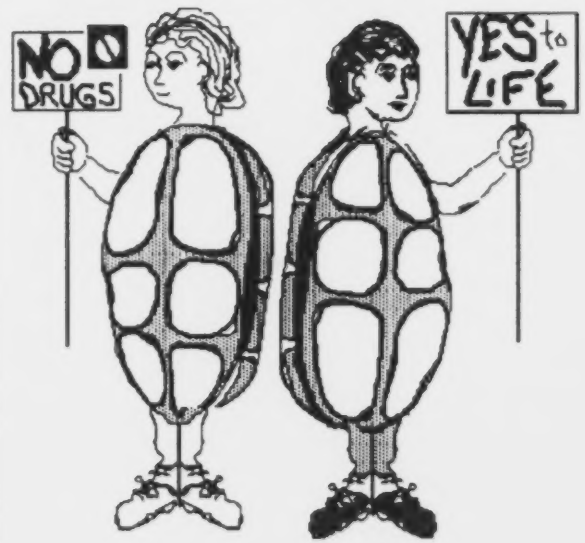
3

Smoke Screen

Activity

Prepare an activity area with magazines and a wide variety of pictures that have already been clipped. Encourage small groups to find more pictures of people in advertisements and cut them out. How can we tell the difference between an ad and a non ad?

Ask children to sort the pictures into categories. How many categories are possible? Eg. M/F, adult / child, sports/non-sport, trees, buildings, seasons, smokers / non-smokers, etc.



Use the smoker/non-smoker category for further exploration. Ask children to describe the people. What is the advertiser trying to tell us? Is the advertiser always right?

How do you feel about smoking? Close your eyes. Picture a cigarette. What does it smell like? Where is the smoke going? What do old cigarette butts smell like? look like? Do you know the law regarding tobacco? Do you know that you must be eighteen years of age to purchase cigarettes? What other types of tobacco do people smoke? What are some of the ways tobacco can be unhealthy?

What should we do if someone offers us something to smoke? Is it easy to say no? Why not? What would help you to say no? If you were a giant could you easily say no?

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 3b

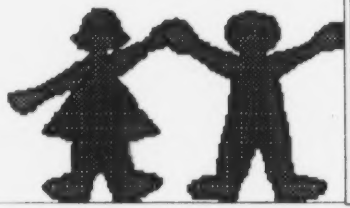
Visual Art
Creative Art Expression - F2

If you wore a suit of armor? If you were superman or a ninja turtle? What if you were a famous singer or dancer? Can we sometimes pretend to be very strong on the outside even when we are scared inside?

Ask children to picture themselves strong enough to say NO to anything harmful. Have them paint pictures of themselves in action. Remind them that paint strokes can help suggest action. Ask: What direction should the paint strokes be to suggest flying, running, jumping, etc.? When unsure, they should use their arms first to make the movement and watch what direction they go. Can certain colors suggest strength? Display completed paintings. Ask children if they would like to describe their paintings. How brush strokes and color were used. What they have pictured themselves doing. Why?

Grade 4
Lesson:

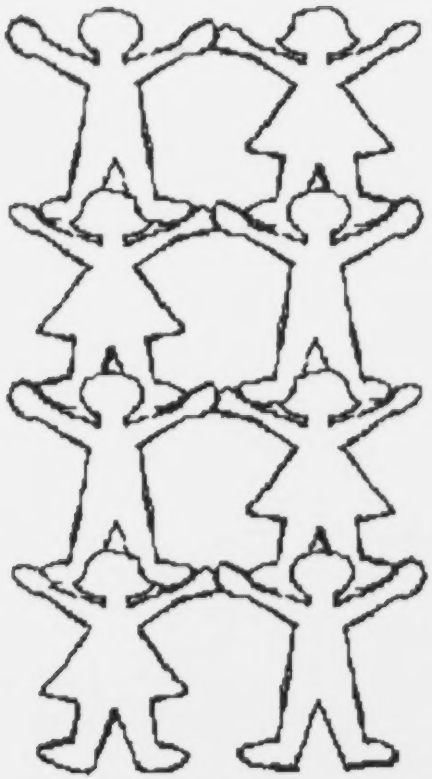
1



Let's Hear It For Haring ! ! !

Keith Haring made a lot of designs for kids: T-shirts, skateboards, baseball caps, swatches and shoe-laces. He created his own language using pictures. His pictures show a lot of action and often tell a story or have a message. Don't do drugs was an important message he told again and again.

Activity



Display examples of Keith Haring's art and/or art in the style of Keith Haring. Ask children if they have ever seen any of Haring's work. Ask: What do you like best about his work? Some of Haring's works have people or animals stacked one on top of the other or interlocked side by side. If you removed any of the pieces what would happen to the drawing? How does each piece support the other pieces? What games do we play that depend on support from each member? Can you describe any examples from home or in the classroom where we all need each other's support? Let's get into small groups of five or six. Take turns with one person trying to convince another person to use an illegal drug. The remainder of the group suggests different ways to get the person to avoid the substance abuse. **(***Either the teacher should do this or make sure that the children step out of ((unzip)) this role before going on with the activity).**

Bring all groups together and generate a list of the various tactics in which peers could help one another avoid substance abuse.

Encourage children to tell a story or communicate a message in the style of Keith Haring. Have paper and markers available. (Use markers because they are fast and fluid. "Mistakes" become a challenge to integrate into the drawing).

Objectives/Essential Skills satisfied by this lesson:

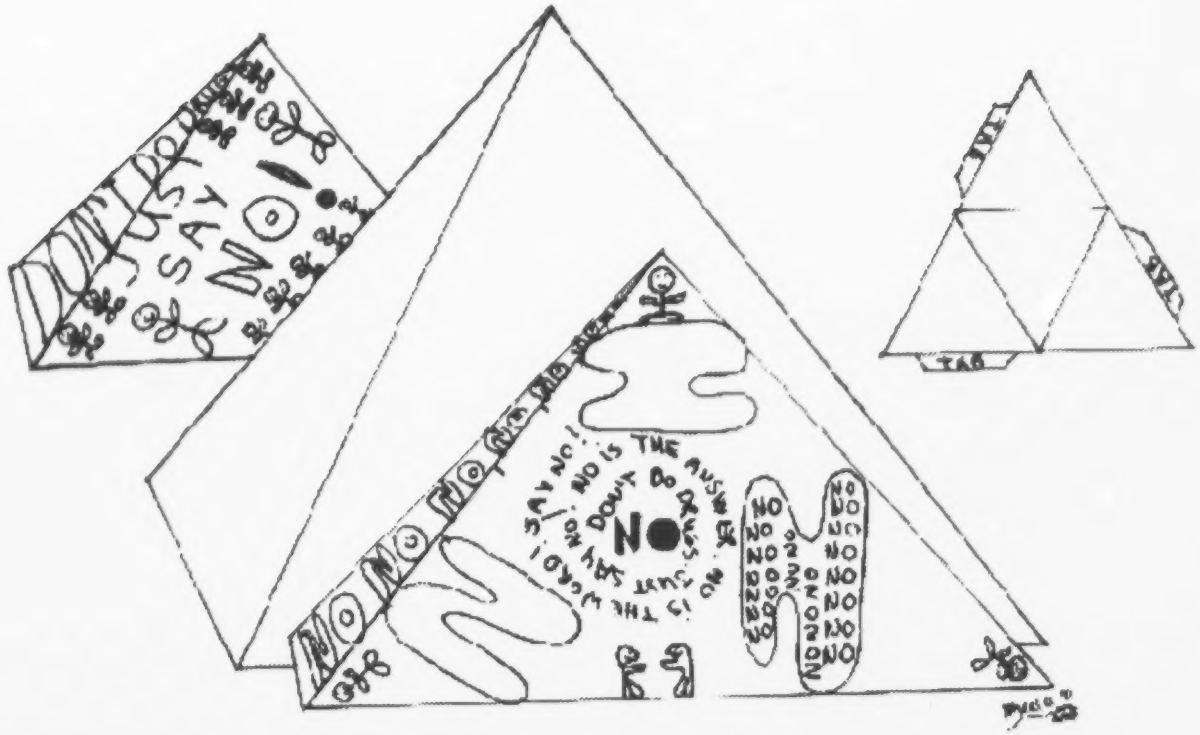
Comprehensive Health
Substance Abuse
Prevention - 3c

Visual Art
Creative Art Expression - D4
Aesthetic Assessment - C3

Display completed drawings. Ask children to "read" each other's stories and messages. Ask: How are the drawings in the Haring style?

Variation

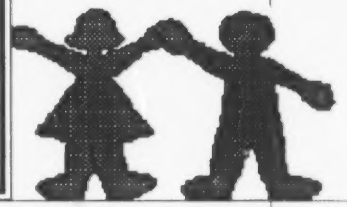
Construct a pyramid using tagboard. Each child will use crayons or other material to write / or draw an anti-drug message. After the messages are drawn on the paper, the pyramid will be taped together. The students may also want to use numbers, symbols and/or figures.


JUST SAY NO!
NO
NO
NO

Grade 4
Lesson:

2

Staying Clean



Activity

Invite everyone to stand up and stretch. Then stand with feet about a foot apart and arms at sides. Close eyes and pretend someone has just dropped a chocolate covered strawberry in your mouth. Chew it very slowly. Savor the taste. Swallow it. Now feel it work it's way through your body. How does it feel? Talk about the reactions.

Stay standing and, with eyes open, attend to body parts that bend and move. How many ways can the head bend, turn? Shoulders, arms, hands, waist, etc.? Stretch hand in front of face, palm at chin, fingers up straight. Compare hand size to face and feet. How long are the arms?

Close eyes again and this time pretend to take a swallow of a very hot liquid. What did you swallow? Hot chocolate? Tea? Soup? How does it feel on the tongue? When you swallow it? What happens to your eyes and your ears? On its way to your stomach does anything happen to your arms, hands, legs? How does your head feel? Do you want to move your arms and legs and head? Why?

Encourage children to make a contour drawing (line drawing following edges of shapes) of a body and to demonstrate what happens when any substance travels through the body? Is there anything in the body to stop the travel? Fight the substance? Change the substance to something else? What does the substance look like? Encourage dialogue regarding immediate and long range effects of healthy and non-healthy substances as they travel through the body. Provide a variety of fine and broad-

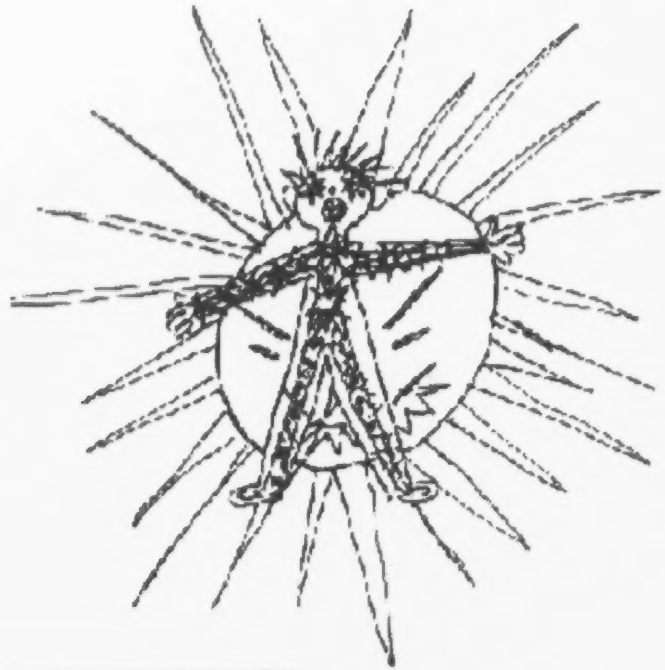
Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 1a i,ii,iii

Visual Art
Creative Art Expression - F2 and F3

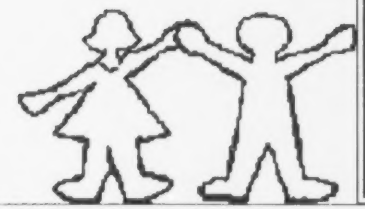
pointed, colored ink pens or markers. Remind the children that illustrators use broad points for major parts of the body and finer points to suggest secondary parts. How can you suggest movement of the substance with the different pens?

Display finished drawings. Ask children to describe the use of line and color to suggest the routing of the ingested substance and how this substance affects the various parts of the body.



Grade 4
Lesson:

3



Value Scales

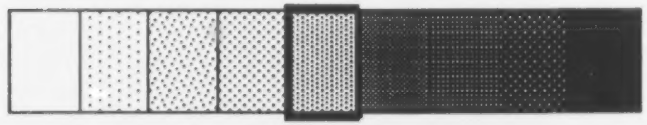
Activity

Artists who paint with one color and its value range are said to be using a "monochromatic color scheme". The range of tints and shades of a color can be plotted as value scale. A range of 6-10 tints and shades is the norm with white and black at the extremes and the pure color in the middle. Adding small increases of color to white creates tints. Adding small increases of black to color creates shades. A finished value scale appears with a sample of one extreme end of the range (white, for example) and gradually builds to the other extreme using small geometric shapes for each value step along the way.

Encourage small groups of 2-3 children to each develop a value scale of their own selected color trying for as many tints and shades as possible as they work from the lightest value through to the darkest. Encourage the children to help one another. If a value range gets out of order, each value can be cut and pasted when dried so as to produce the scale from light to dark.

Display any art examples of monochromatic color schemes that might easily be found in texts, reading books, art books, etc.

Encourage children to apply their selected monochromatic color schemes to paintings of their choice attempting to use as many tints and shades as they can.



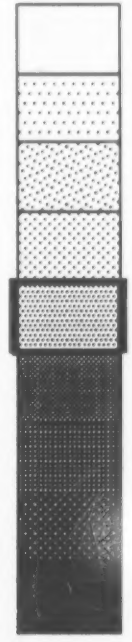
Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 2a

Visual Art
Creative Art Expression - D2
and G1

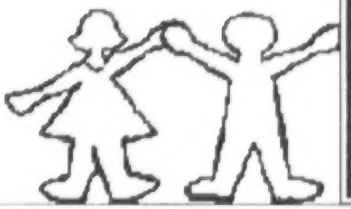
Display finished paintings asking children to describe each other's paintings and identify the various tints and shades. Ask for feelings and mood reactions to the colors in the paintings. Does a painting make you feel happy, sad, mellow, lazy, angry, etc.? When we feel happy, what do we want to do? Do we want to get happier? Do we want to stay happy? Do we want to be with happy people?

What about when we are angry, etc.? If somebody says that they can give us something to make us happy real fast when are we most tempted by such a person? When do we not need that something? How can we not want that something? What are some ways we can remind ourselves that we really can resist temptation? That we really are strong?



Grade 5
Lesson:

1



Traffic Signs Life Signs

Help Youngsters to Stay Off Drugs

Activity

Ask children, in groups of five or six, to create a list of people who have served as role models for them. Encourage the children to explain how their role models have served them. How were they chosen? Have their choices of role models changed from time to time? Compare the group lists and use the blackboard to create a class list.

Compare and contrast the members of the list. How many are family members, sports heroes, entertainers, teachers, etc.? How many are other children?

Ask if any of the children serve as role models for others? When? How?

Request volunteers to serve as role models and work with first graders. Their task is to make some examples of traffic signs and anti-substance abuse signs (tobacco, alcohol and other drugs : TAOD)to show and explain to the first graders. Encourage a sharing of ideas regarding how much a first grader needs to know, can read, will pay attention to, is influenced by, etc.

Objectives/Essential Skills satisfied by this lesson:

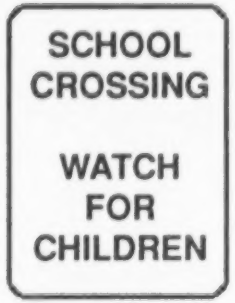
Comprehensive Health
Substance Abuse
Prevention - 2b

Visual Art
Creative Art Expression - G2

73

73

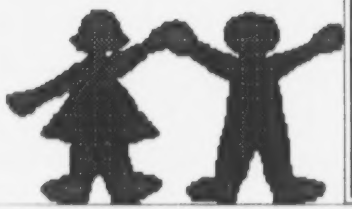
Supply students with large pieces of colored construction paper, scissors, glue, markers and crayons. Encourage students to prioritize the signs they think are most important and to work from their list. Also encourage some creative signs that could be used at school, home or play. Use the concepts of color, shape, symbol design and lettering as topics to be discussed and shared as they relate to the signs. Simplicity vs. complexity can be related to the overall purpose of a sign.



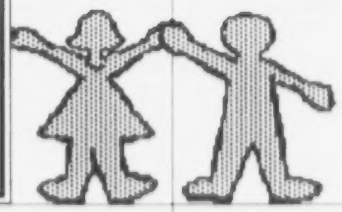
When signs are completed, encourage children to describe the purpose each plays in the safety of all persons. To apply their role as models for younger children, request volunteers from the group to visit the first grade class and share their signs with them. Another group might be recruited to stay and work with the first graders.

Grade 5
Lesson:

2



Cartoon Characters



Activity

The Friday before this lesson, the teacher should share a favorite comic strip or cartoon with the class, explaining the reasons for liking it.

Ask for student reactions (this might be obvious by the sounds and faces they make). Do we all react the same? Why not? What is the difference between a cartoon and a comic strip?

Encourage students to bring a cartoon or comic strip to the next class to share. What are some of the common likes and dislikes of the group? Does anyone find interest in a cartoon or comic strip that no one else does? What is exciting about this for an artist?

What is a cartoon or comic strip artist trying to do? Show humor? Tell a story? Send a message? Make us think? Influence us?

Why do artists try to come up with their own unique ideas and characters? How are some of the characters similar and some very different? Is it enough to just have a good character or drawing? What else does the artist need to be able to do?

Create a section of the room just for cartoons/comic strips. Provide long strips of paper for comic strips and sheets of paper for cartoons. Include pencils, markers, colored pencils and a lot of newsprint to think out ideas on paper. Small groups of 2-3 can sort the cartoons/visuals into different categories and display them.

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 2c

Visual Art
Creative Art Expression - F3 and F11
Aesthetic Assessment - C3

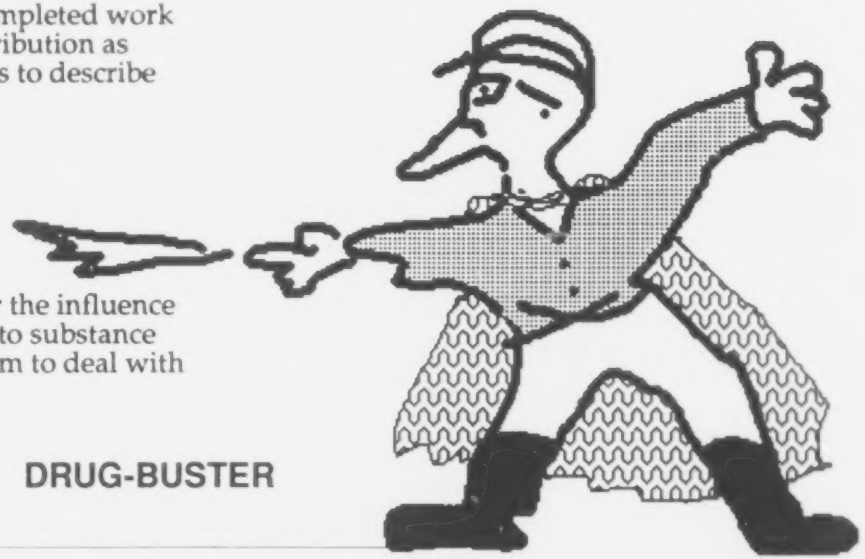
Encourage students to develop their own cartoons or comic strips where they invent their own heroes and heroines. Motivate them to have their characters work to make the world a better place by helping people who abuse substances.

Remind them that artists do not copy other artists and cannot because each artist's ideas are protected by law. Artists do, however, get many ideas from each other and attempt to change them by adding, subtracting, exaggerating and, in some way altering the ideas until they become new ones of their own. Some students might choose to work together and some alone in this endeavor.

Display and have everyone share completed work by describing the artist's visual contribution as well as message. Encourage students to describe feelings / reactions to the works.

Spin-Off

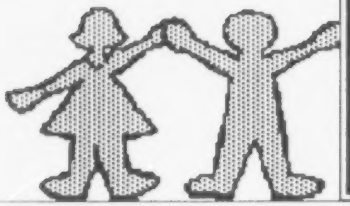
Some of the children may be children of alcoholics (COA's). Some may have parents arrested and/or doing time for driving under the influence (DUI's) or domestic violence related to substance abuse. How can cartooning help them to deal with their feelings? Situations? Futures?



DRUG-BUSTER

Grade 5
Lesson:

3



Court Artists

Activity

This is a lengthy lesson that can be divided into several smaller lessons.

Engage the entire class in role playing a local court scene or series of scenes in which a character or group of characters is charged with possession and selling of illegal drugs. Use the blackboard to elicit a list of characters to be involved. Include the accused, attorneys, judge, police officers, family members, jury, reporters, etc. Describe and discuss the role of court artists and have anyone not otherwise involved in the acting serve as an official artist.

Small groups can describe the roles of each of the players. This might require some class research and debate over precise understandings of state and federal laws and regulations regarding various substances which might or might not be abusive.

After each person's role (and how they might rotate roles) is decided, all ideas regarding information sources should be shared. Ask if any of them watch TV programs about the law. Have them bring in articles from the newspaper and/or magazines. Encourage them to watch the news.

Provide the court artists with the tools of the trade. Most court artists prefer felt tip pens or pencils and sketch books. It might be necessary to review drawing the human figure and gesture drawing. Practice sessions might be appropriate. Ask them to try to identify visual features and characteristics of the members of the court? What does the artist want to

Gesture drawing is described by quick marks that capture the essence of the object, movement, most important characteristics.

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse
Prevention - 4a

Visual Art
Creative Art Expression - F1, C2, and D4

communicate about them? Do the eyes or gestures of the body communicate anything special about what is going on?

At the end of each "scene" or day's session, review the action regarding the reporters' interpretations of the law, artists' communications and audience reactions. How can the artists' drawings influence a TV or newspaper audience with regard to the trial?

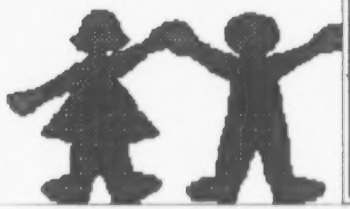
Remember to have the students step out of the roles they have been playing. Some feelings or reactions come up in role-playing which need to be "un-zipped" before the children go on with the rest of the day.

Variation:

Have the students create puppets and build a small puppet theater, using all to dramatize the court scenes and stories.

Grade 6
Lesson:

1



The Symbol Challenge

Activity

Present the following challenge to the class:

The third grade has requested our assistance in learning about and creating international symbols. If we accept, our task would be to create examples of international symbols, to be able to explain their purpose and to include examples of symbols representing information regarding tobacco, alcohol and marijuana use. We would be serving the third grade class as role models by sharing information, helping them to understand meanings and assisting in their creation of international symbols of their own.

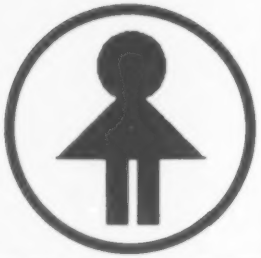
Think about this request for a few minutes and consider the possible reasons we would want to assist and would not want to assist. What are some possibilities? What can we learn from the experience? How do you think the third graders would feel about your helping them to learn? How do you think you would feel about teaching them? What would we need to know and do?

Following the discussion, brainstorm a job list. Include international symbol researchers, symbol makers, volunteers to present symbols to third graders, volunteers to assist third graders with their own symbol making, etc.

Objectives/Essential Skills satisfied by this lesson:

Comprehensive Health
Substance Abuse Prevention - 1a i, ii, iii, 2b, 4a, 4b

Visual Art
Creative Art Expression - G2, F4



Ask students to bring in examples of international symbols and to analyze them for clarity of visual message, category of "do" or "don't", and appropriateness to actual task. Students add ideas of their own and, working in small groups, prepare presentation of "important" information to be shared. Individuals and/or small groups can create the actual signs. Critique of the signs should include questions such as: Is the symbol easy to understand? Why? What type of detail is used? What color combinations work best and why?

Entire class can review finished work, select order of presentation, refine, etc. The presentation to the third grade class can be followed by a discussion about the experience. What went well? What could be improved? Was anything a surprise to the sixth graders? If the third graders do a followup with creations of their own international symbols to share with the sixth grade, another discussion should take place on the effects of that as well as longer range results of first process.

Grade 6
Lesson:

2

Artist Inventors

Activity

Write the following questions on the chalkboard or at an activity center: What is the role of the inventor? What is the role of the artist? What are some recent inventions? What are some old inventions that keep changing their look? Can you think of any artist/inventors?

Small groups can discuss the questions and compare and contrast their responses. Continue brainstorming with: What are some inventions you think we really need today? Would be fun to have? Would make life easier?

What types of inventions do we see in the movies? Can you think of any inventions that are detectors? (Eg. smoke detectors, lie detectors, earthquake detectors, metal detectors). Could we design an invention that could detect drug abuse? Who would use it? What would it look like?

Review state (pg. 54) and federal laws as well as school or district policies relating to alcohol and drug use. This could be done with a quick review if students are already quite familiar with the information or could be done by distributing printed materials for small group reading and discussion.

Invention designs could be small group or individual efforts. In addition to the art center materials, have

Objectives/Essential Skills satisfied by this lesson:

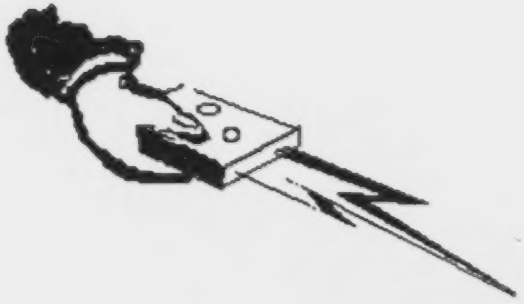
Comprehensive Health
Substance Abuse
Prevention - 4a, 4b

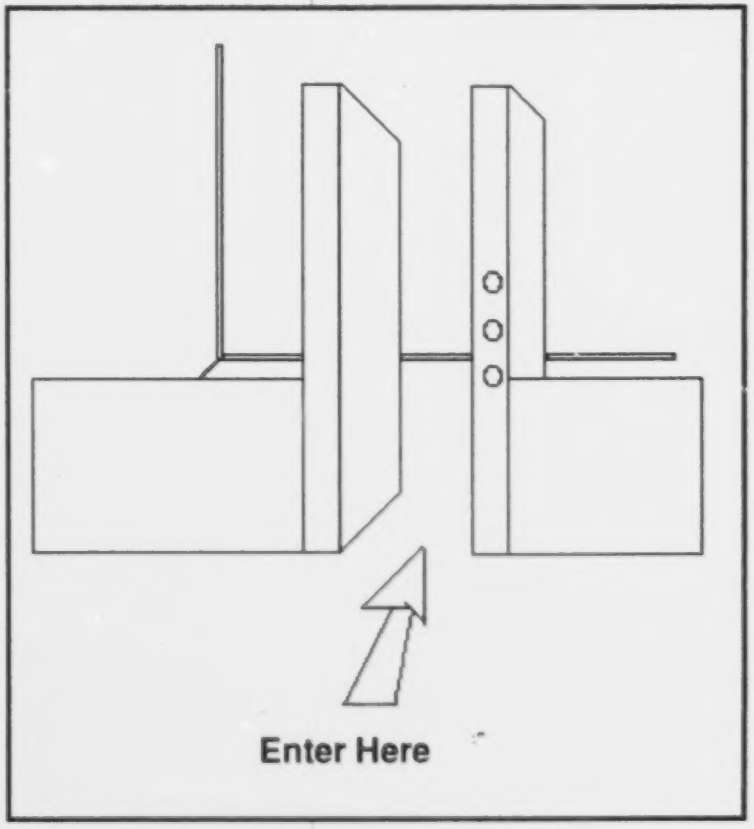
Visual Art
Creative Art Expression - F10

cardboard, foam board, scraps from a variety of found materials, glue, tape, cutting tools, paints and markers. Encourage design from all points of view.

Would anyone want to buy this object because of the way it looks and feels? Does it provide a service? How will it work? Can it be miniaturized so that it can be easily carried around? Would it be usable only at a police station or other investigation place?

Finished efforts can be displayed with students playing roles of art consumer, law consumer, general public, etc.





Grade 6
Lesson:

3

Words As Art

Activity

Display examples of art works that include words as well as images. (Can be posters, designs by Dick Seeger or Andy Warhol, album covers, etc.).

Sometimes artists combine verbal and visual information in their art expressions. The verbal information is presented in a visual design of letters and words. This process is called calligraphy. Encourage descriptions, interpretations and reactions to the examples.

Encourage each student to develop a list of terms and phrases about anything they know or feel about substance abuse prevention. Sharing lists will permit students to expand their initial recollections.

Share brainstorming strategies: group, individual, oral, written, sketched. Encourage selection of a strategy or combination of strategies to brainstorm ideas for visuals that also use words.

What are some lettering variations? Can words create a design? What is the importance of positive and negative space in lettering? What about size variations and color?

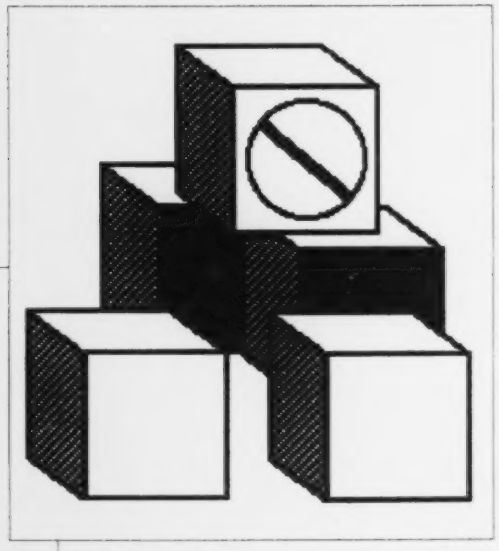
In addition to the usual art materials, provide rulers and compasses. Ask the students to create visual/verbal designs using their substance abuse prevention lists.

Display and share completed art work. Encourage description, interpretation and reaction to visual and verbal information.

Objectives/Essential Skills satisfied by this lesson:

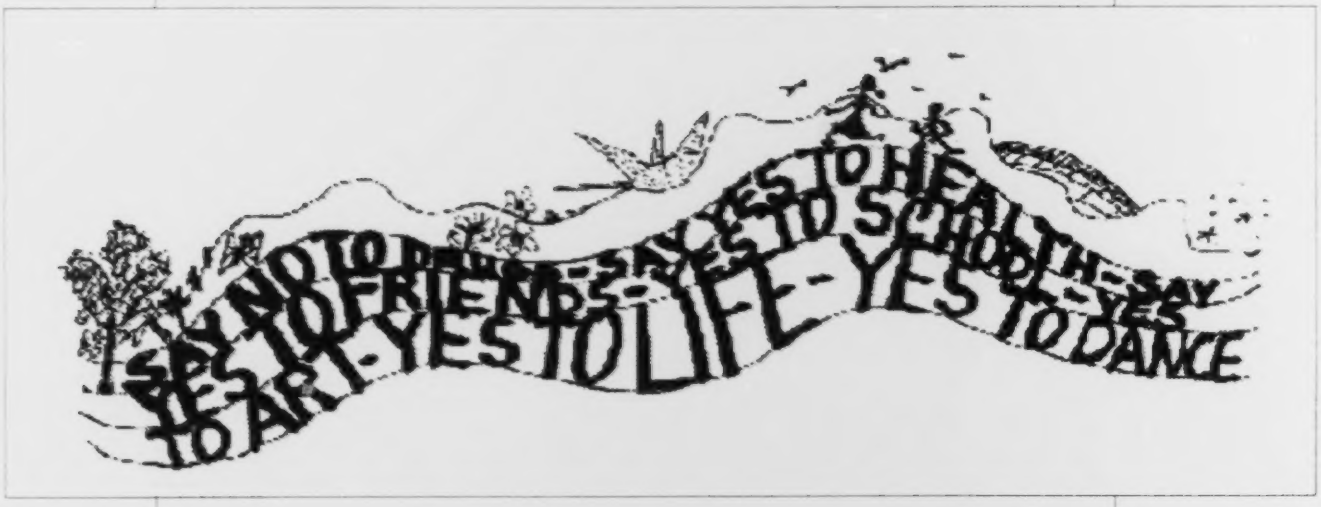
Comprehensive Health
Can include review of all Substance Abuse Prevention skills.

Visual Art
Creative Art Expression - B1 and D4



Variation:

Build cubes from cardboard. Wrap text around and use cubes as building blocks to construct messages.



GLOSSARY OF TERMS FOR VISUAL ARTS

ABSTRACT: Any deviation from a standard photographic representation. The forms may be simplified, geometric, identifiable or completely unrecognizable.

ABSTRACT EXPRESSIONISM: A 20th century painting style that features large scale works and expression of feelings through slashing, active brush strokes. Prominent artists include Gorky, deKooning, Motherwell, Pollack, Hoffman, Kline, Krasner, Rothko, Diebenkorn and Rivers.

ACTUAL TEXTURE: A surface that may be experienced through the sense of touch (as opposed to surfaces often "imitated" by the artist).

ADDITION: A sculpture term meaning to build up or to assemble.

AESTHETICS: The branch of philosophy having to do with the nature of beauty and its relation to human beings.

APPRECIATION: An understanding of things for themselves.

ART: A nonverbal medium of expression, a language of communication that uses lines, shapes, values, and textures instead of letters, words, and paragraphs. Art is a discipline with aesthetic, perceptual, and intellectual dimensions. The discipline of art includes originating, describing, interpreting, valuing, and knowing about works of art.

ART ELEMENTS AND PRINCIPLES: Elements are components of art such as line, shape, value, color, texture, mass, and space that when combined

with the principles of rhythm, balance, contrast, and dominance, produce compositional unity.

ARTIFICIAL TEXTURE: Any actual texture created by humans.

ASYMMETRICAL BALANCE: A form of balance attained when visual units are placed in positions within the pictorial field so as to create a "felt" equilibrium of the total form concept.

BACKGROUND: Parts of a picture that look farther away or behind other objects.

BALANCE: A feeling of equality of weight among the visual elements within an artwork. Symmetry is the use of identical elements on either side of a vertical axis to create equilibrium. Asymmetry is the use of dissimilar elements that, nevertheless, create a sense of equilibrium. Radial balance is the use of elements that radiate outward from a central core.

BLEND: To mix colors together. Also to move smoothly from one color to another without making a line.

CALLIGRAPHIC: The art of beautiful writing or printing; fine lettering of elegance.

COLLAGE: An arrangement of various materials such as cloth, wood, paper, etc. into a visually pleasing art form. The materials are affixed to a backing.

COLOR: The perceived character of a surface according to the wavelength of light reflected from it. Color has three dimensions: hue (indicated by its name, such as red or yellow), value (its lightness or darkness), and intensity (its purity or saturation).

COMPOSITION: In the visual arts, the structure or organization of a work. (See also: DESIGN).

CONTOUR: The outer surface of an object or figure, usually bounded by a line, a change of color, or by a change of texture.

CRITICISM: The process of describing, analyzing, interpreting , and judging works of art; informed talk about art; incorrectly used to mean censure or faultfinding.

DESIGN: A framework or scheme of pictorial construction on which artists base the formal organization of their total work. In a broader sense, design may be considered synonymous with the term "form".

ELEMENTS OF ART: The basic visual signs as they are combined into optical units used by the artist to communicate or express creative ideas. The combination of the basic elements of line, shape, value, texture, and color represent the visual language of the artist.

EXPRESSIONISTIC ART: Art in which there is a desire to express what is felt rather than perceived or reasoned. Expressionistic form is defined by an obvious exaggeration of natural objects for the purpose of emphasizing an emotion, mood, or concept. It may be better understood as a more vehement kind of romanticism. The term expressionism is best applied to a movement in art of the early twentieth century, although it may be used to describe all art of this character.

FOREGROUND: The part of a picture that looks closest to the viewer. It is usually noticed first.

GESTURE: Drawing approach emphasizing movement; gesture is usually represented with a scribbly "fast" line or tone.

GRAPHIC ARTS: Vaguely related to the linear element, a term that identifies the visual arts of drawing, printmaking, typographic design, advertising design, and the technology of printing.

ILLUSTRATION(AL): An art practice, usually commercial in character, that stresses anecdotes or story situations, and subject in preference to serious considerations of aesthetic quality; noneloquent, nonformal, easily understood, and temporal, rather sustained or universal.

IMAGE: A mentally envisioned thing or plan given concrete appearance through the use of an art medium.

INORGANIC/ORGANIC FORMS: Forms that are based on or derived from those in nature are said to be organic; forms invented by man are inorganic.

LANDSCAPE: A picture of an outdoor scene.

LINE: The path of a moving point; that is, a mark made by a tool or instrument as it is drawn across a surface. It is usually made visible by the fact that it contrasts in value with the surface on which it is drawn.

MEDIA/MEDIUM: The materials used by an artist. Material used for making artwork, e.g., pencils, paint, etc.

MONOCHROME: A single color or the value variations of a single hue.

MOOD: The feeling created by a work of art.

MURAL: A painting on a wall, usually large in size.

NEGATIVE AREAS: The unoccupied or empty space left after the positive shapes have been laid down by the artist. However, because these areas have boundaries, they also function as shapes in the total pictorial structure.

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OVERLAP: Place partially over.

PAPER-MACHE: Strips of paper dipped into paste, starch, or glue. The paper can be molded into shapes and is strong and solid when it dries.

PERSPECTIVE: Various methods used by artists to achieve the illusion of space on a two-dimensional surface.

POSITIVE SHAPES: The enclosed areas that represent the initial shapes planned by the artist. Positive shapes may suggest recognizable objects or merely be nonrepresentational shapes.

PROPORTION: The comparison of elements one to another in terms of their properties of size, quantity, and degree of emphasis. Proportion may be expressed in terms of a definite ratio, such as "twice as big", or may be more loosely indicated in such expressions as "darker than," "more neutralized," or "more important than."

REPETITION: The use of the same visual element a number of times in the same composition. Repetition may accomplish a dominance of one visual idea, a feeling of harmonious relationship, an obviously planned pattern, or a rhythmic movement.

REPRESENTATION: A manner of expression by the artist in which the subject matter is presented so that visual elements seen by the observer are reminiscent of actual forms previously perceived.

RHYTHM: A continuance, a flow, or a feeling of movement achieved by repetition of regulated visual units; the use of measured accents.

SHADE: Created when a color is mixed with black or another dark color.

SHAPE: An area that stands out from the space next to or around it because of a defined boundary or because of difference of value, color, or texture. Three-dimensional: A solid, or the illusion of a solid. Two-dimensional: An

area confined to length and width and set apart by contrasts of value or color.

STYLE: The specific artistic character and dominant form trends noted in art movements or during specific periods of history. Style may also mean artists' expressive use of the media to give their works individual character.

SYMBOL: Representation of a quality or situation through the use of an intermediate agent; the word is not the thing itself but a sign of the thing (for example, the owl represents blindness); indirect understanding through form-meaning.

SYMMETRY: Balance in composition achieved through close correspondence of form or arrangement on either side of a dividing line or axis. Also called formal balance.

TACTILE: The quality of a surface or material that makes it appealing to the sense of touch.

TEXTURE: The surface character of a material. The way a surface feels to the touch.

THREE-DIMENSIONAL: Art having height, width, and depth.

TINT: Created when a color is mixed with white.

UNITY: The whole or total effect of a work of art that results from the combination of all of the work's component parts.

VALUE: The relative degree of lightness or darkness given to an area by the amount of light reflected from it; the characteristic of a color in terms of lightness and darkness and determined by the amount or quality of light reflected by a color.

GLOSSARY OF TERMS FOR SUBSTANCE ABUSE PREVENTION

ABUSE. 1. to use wrongly or improperly, misuse. 2. to treat in a harmful, injurious, or offensive way. 3. to speak insultingly, harshly and unjustly to or about; revile; malign. 4. to commit indecent assault upon. 5. *Obs.* to deceive, cheat. 6. abuse oneself. 7. wrong or improper use. 8. harshly or coarsely insulting language. 9. bad or improper treatment, maltreatment. 10. a corrupt or improper practice or custom.

DIGNITY 1. bearing, conduct or speech indicative of self-respect or appreciation of the formality or gravity of an occasion. 2. nobility or elevation of character; worthiness. 3. elevated rank, office, station, etc. 4. degree of excellence, either in estimation or in the order of nature. 5. relative standing, rank. 6. a sign or token of respect.

DRUG. 1. *Pharm.* a chemical substance administered to a person or animal to prevent or cure disease or otherwise enhance physical or mental welfare. 2. a habit-forming medicinal substance, narcotic. 3. **drugs**, *U.S.* any personal hygienic items sold in a drugstore, as toothpaste, mouthwash, etc. 4. *Obs.* any ingredient used in chemistry, pharmacy, dyeing, or the like. 5. **drug on the market,** a commodity that is overabundant or in excess of demand in the market. 6. to mix (food or drink) with a drug, esp. a stupefying, narcotic, or poisonous drug. 7. to stupefy or poison with a drug. 8. to administer a medicinal drug to. 9. to administer anything nauseous to.

ESTEEM. 1. to regard highly or favorably; regard with respect or admiration. 2. to consider as of a certain value, regard. 3. *Obs.* to set a value on, appraise. 4. favorable opinion or judgment, respect or regard. 5. Archaic, opinion or judgment, estimation, valuation.

LIFE MANAGEMENT. The study of human emotions and development of skills needed to relate to the world in which we live. This includes: recognition of how different people experience and express the same emotions in different ways; identification of sources of stress and how to cope with stress; problem solving, coping skills, and personal goal setting; recognition of peer

pressure and peer support; understanding the relationships between physical and emotional health; strategies for improved self image; and the identification of roles people play in providing emotional and social support for family, friends and other community members.

MEDICINE. 1. any substance or substances used in treating disease or illness, medicament, remedy. 2. the art or science of restoring or preserving health or due physical condition, as by means of drugs, surgical operations or appliances, manipulations, etc.: often divided into medicine proper, surgery and obstetrics. 3. the art or science of treating disease with drugs or curative substances, as distinguished from surgery and obstetrics. 4. the medical profession. 5. any object or practice regarded by savages as of magical efficacy whether for good or evil. 6. **give someone a dose** or **taste of his own medicine**, to repay or punish a person for an injury by use of his own methods. 7. **take one's medicine**, to undergo or accept punishment, esp. as the result of one's own actions. 8. to administer medicine to.

NO. 1. a negative used to express dissent, denial, or refusal as in response to a question, request, etc. 2. used to emphasize or introduce a negative statement. 3. not in any degree, not at all. 4. not. 5. an utterance of the word "no". 6. a negative vote or voter.

PHYSIOLOGICAL. 1. of or pertaining to the science of dealing with the functions of living organisms or their parts. 2. consistent with the normal functioning of an organism.

PSYCHOLOGICAL. 1. of or pertaining to the science of the mind or of mental states and processes, the science of human nature. 2. the science of human and animal behavior. 3. of, pertaining to, dealing with, or affecting the mind, esp. as a function of awareness, feeling, or motivation.

RESPECT. 1. a particular, detail, or point. 2. relation or reference. 3. esteem for or a sense of the worth or excellence of a person, a personal quality or trait, or something considered as a manifestation of a personal quality or trait. 4. deference to a right, privilege, privileged position, or to someone or something considered as having; certain rights or privileges. 5. the condition of being esteemed or honored. 6. respects, a formal expression or gesture of esteem, deference, or friendship. 7. discrimination or partiality in regard to persons or things. 8. *Archaic.* a consideration. 9. to refrain from interfering

with. 10. to relate or have reference to, looked back upon, looked at.

SELF. 1. a person or thing referred to with respect to complete individuality. 2. a person's nature, character, etc. 3. personal interest, selfishness. 4. *Philos.* a. the ego: that which knows remembers, desires, suffers, etc., as contrasted with that known, remembered, etc. b. the uniting principle, as a soul, underlying all subjective experience. 5. being the same throughout, as a color, uniform. 6. being of one piece or material with the rest.

SELF-CONTROL. control or restraint of oneself or one's actions, feelings, etc.

SELF-DISCIPLINE. discipline and training of oneself, usually for improvement.

SELF-ESTEEM. 1. an objective respect for or favorable impression of oneself. 2. an inordinately or exaggeratedly favorable impression of oneself.

SELF-FULFILLING. the act or fact of achieving one's ambitions, desires, etc., through one's own efforts.

SELF-IDENTIFICATION. identification of oneself with some other person or thing.

SELF-REALIZATION. the fulfillment of one's potential capacities.

SELF-STARTER. 1. a device that starts an internal combustion engine without cranking by hand, as an electric motor, a spring, etc. 2. *Informal,* a person who begins work or undertakes a project on his own initiative, without needing to be told or encouraged to do so.

SOCIAL. 1. pertaining to, devoted to, or characterized by friendly companionship or relations. 2. friendly or sociable, as persons or the disposition, spirit, etc. 3. of, pertaining to, connected with, or suited to polite or fashionable society. 4. living or disposed to live in companionship with others or in a community, rather than in isolation. 5. of, or pertaining to human society, esp. as a body divided into classes according to worldly status, social rank. 6. of or pertaining to the life, welfare and relations of human beings in a community. 7. noting or pertaining to activities designed to remedy or alleviate certain unfavorable conditions of life in a community, esp. among the poor. 8. pertaining to or advocating socialism. 9. *Zool.* living habitually together

in communities, as bees, ants, etc. 10. *Bot.* growing in patches or clumps. 11. *Rare.* occurring or taking place between allies or confederates. 12. a social gathering or party, esp. of or as given by an organized group.

SOCIALIZE. 1. to make social, make fit for life in companionship with others. 2. to make socialistic, establish or regulate according to the theories of socialism. 3. *Educ.* to treat as a group activity. 4. to associate or mingle sociably with others.

SOCIETY. 1. an organized group of persons associated together for religious, benevolent, cultural, scientific, political, patriotic or other purposes. 2. a body of individuals living as members of a community. 3. the body of human beings generally, associated or viewed as members of a community. 4. a highly structured system of human organization for large-scale community living that normally furnishes protection, continuity, security and a national identity for its members. 5. such a system characterized by its dominant economic class or form. 6. those with whom one has companionship. 7. companionship, company,. 8. the social life of wealthy, prominent or fashionable persons. 9. the social class that comprises such persons. 10. the condition of those living in companionship with others or in a community, rather than in isolation. 11. a community. 12. *Ecol.* a closely integrated group of social organisms of the same species held together by mutual dependence and exhibiting division of labor. 13. *Eccles.* an ecclesiastical society. 14. of, pertaining to, or characteristic of elegant society.

SUBSTANCE ABUSE PREVENTION. The study of the effects, including harmful effects, of tobacco, alcohol and other drugs and substances on our physical, psychological and community health. This includes: the knowledge of possible contributing causes to alcohol and other drug dependency; identification of physical, psychological and social effect of substance abuse; identification of local resources, services and support groups for prevention and treatment; recognition of peer pressure and measures to prevent initiation of tobacco, alcohol and other drug use; identification of proper uses for drugs and medications; and the laws related to substance use and abuse.

ARIZONA STATE LAW
1990 - 1991

ALCOHOL. To buy or drink beer, wine, or any alcoholic drink in Arizona, you must be 21 years of age.

GLUE. It is against the law to breathe glue or spray paint to purposely get high. Children may not purchase glues that release a vapor.

MARIJUANA. Use of marijuana is against the law.

SMOKING (TOBACCO PRODUCTS). You must be 18 years of age in Arizona to smoke or to buy cigarettes, cigars or chewing tobacco.

TRAFFIC LAWS. Children and Adults must obey all signs and warnings.

ESSENTIAL SKILLS GRID

Grade Level	K-1	K-2	K-3	1-1	1-2	1-3	2-1	2-2	2-3	3-1	3-2	3-3	4-1	4-2	4-3	5-1	5-2	5-3	6-1	6-2	6-3
Life Management Skills	2																				
Substance Abuse Prevention Skills		1b	1b	1a	1b	2b	2d	2e	2a 2e	1b	3b 3c 3d	3b	3c	1a i, ii, iii	2a	2b	2c	4a	2b 1a i, ii,iii 4a,4b	4a 4b	All
Visual Arts Skills CAE (Creative Art Expression)	F	F2	D6 E1	F6	F2	F5	F3	F4	F6	F11 F12	D5 D7	F2	D4	F2 F3	D2 G1	G2	F3 F11	F1 C2 D4	G2 F4	F10	B1 D4
AA (Aesthetic Assessment)	C4					C4							C3				C3				

NOTES :

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